



Introducing Assessment & Feedback, Fourth International Assessment in Higher Education Conference, Birmingham, 26th-27th June 2013

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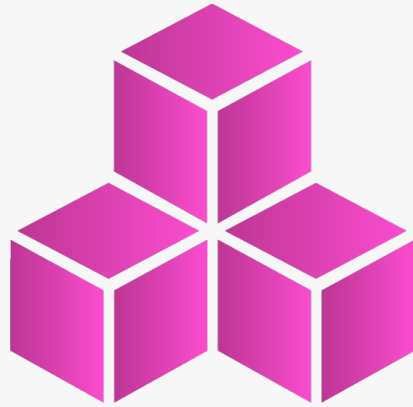
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Introducing Assessment & Feedback

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Demographic Information

- BDes Hons Art & Design (Foundation Year for Specialist Degrees)
- 2012/13: $n = 115$ students (M = 19, F = 96)
- For 98% of cohort this was their first year in higher education



FOUNDATION



Data led climate

A Sustainable sector

Economy

Funding

Restructuring

Technology

Government policies &
initiatives

The 'Massive Open Online
Courses' phenomenon

Moving in an evolving sector

Blair, B., Orr, S., Yorke, M. (2012): Browne (2010): HM Government (June 2011): Machell, J. Saunders, M., (January 2007): Nicol, D. (2008): Orr, S. (2007): Rogers, C. (2003): Thomas, K. (8th November 2012): Yorke, M. (2005): Yorke, M. Longden, B. (2004): Yorke, M. Vaughan, D. (June 2012): Williams, J., Kane, D. Sagu, S., Smith, E., (2008)

Principles of Assessment and Feedback for Learning



BUILDING EFFECTIVE PRACTICE

Assessment and Feedback for Learning should:

- 1 Clarify good performance**
Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);
 - 2 Encourage time and effort on task**
Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;
 - 3 Deliver timely high quality feedback**
Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;
 - 4 Provide opportunities to act on feedback**
Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;
 - 5 Encourage positive motivational beliefs**
Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;
 - 6 Develop self-assessment and reflection**
Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;
 - 7 Encourage interaction and dialogue**
Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.
-
- [About the principles](#)
[Download principles poster \(PDF\)](#)
- These principles are based on the [REAP Principles of Good Formative Assessment and Feedback](#).*

The need to change
perceptions and behaviours





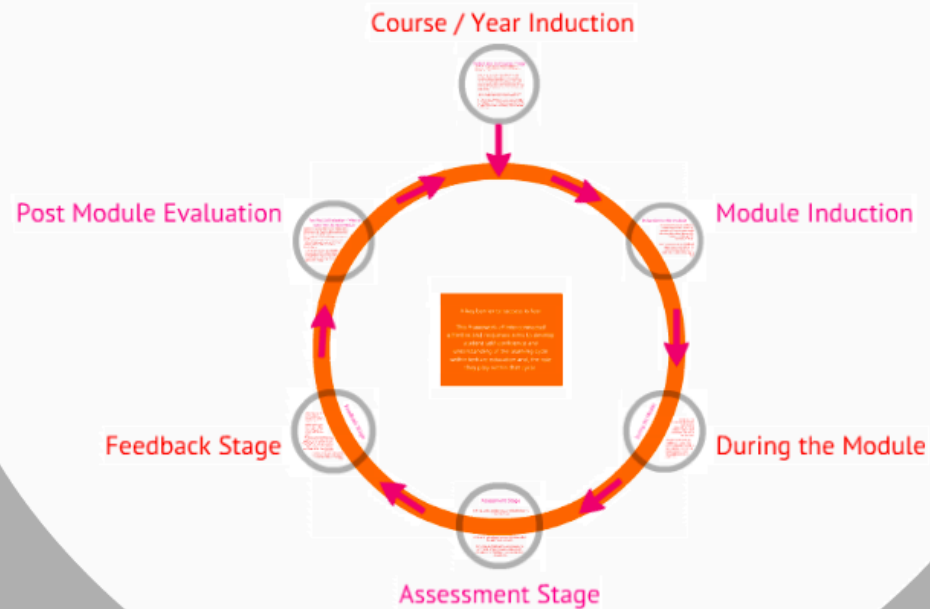
A framework of engagement which socially & academically involves students in their learning

Bourdieu, (1986): Cameron, (2010): Davis and Moore, (1967): Durkheim, (1947) cited by Bartlett and Burton (2001, p.16): Malik, (2012).



Introducing Assessment & Feedback

A Visual Diagram of the Framework



[More Details on
Framework Activities](#)

A key barrier to success is fear

This framework of interconnected activities and responses aims to develop student self-confidence and understanding of the learning cycle within tertiary education and, the role they play within that cycle.



10

REMEMBER

TIME LOST

9

CANNOT BE

8

REGAINED

7

6

ADVICE

A black and white photograph of two tin can phones. One can is standing upright on the left, with a white string tied around its top rim. The other can is lying on its side to the right, with its mouth open towards the first can. The string is stretched between the two cans, and some of it is coiled on the surface in front of the lying can. The cans have a corrugated texture. A semi-transparent pink rectangular box is overlaid on the middle of the image, containing white text.

Communication & the Effective Use of Technologies



RESEARCH METHODS

Ethics Committee Approval

Pilot Instruments

Data Collection

- Online Questionnaires
- Focus Groups
- Info from Staff Students
- Consultative Committees
- Course Committees
- Critical Friends Group
- Progression & Achievement Statistics

Data Analysis

Quantitative – SPSS

Qualitative – Content Analysis





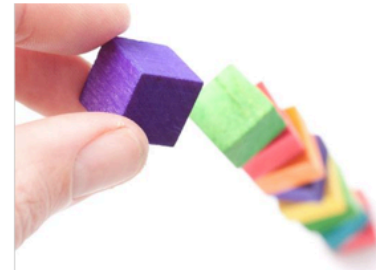
Introducing Assessment & Feedback

[Home](#)[Project Info](#)[Blog](#)[Resources](#)[Links](#)[Contact](#)

About

This website is part of a research project entitled 'Introducing Assessment and Feedback: A Framework for Engagement, Empowerment and Inclusion'. Its purpose is to provide information on the project, encourage discussion and disseminate project resources and outputs.

Funding for this project was awarded by the Centre for Higher Education Practice Development Fund (Round 5), University of Ulster. The Principal Investigator is Louise O'Boyle, Lecturer and Course Director of BDes Hons Art and Design (Foundation Year for Specialist Degree).



Project Website <http://introducingassessmentandfeedback.com>

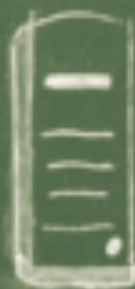
A large, solid pink circle is positioned on the left side of the slide, serving as a background for the title text.

FINDINGS



Value

TECHNOLOGY





SUCCESS

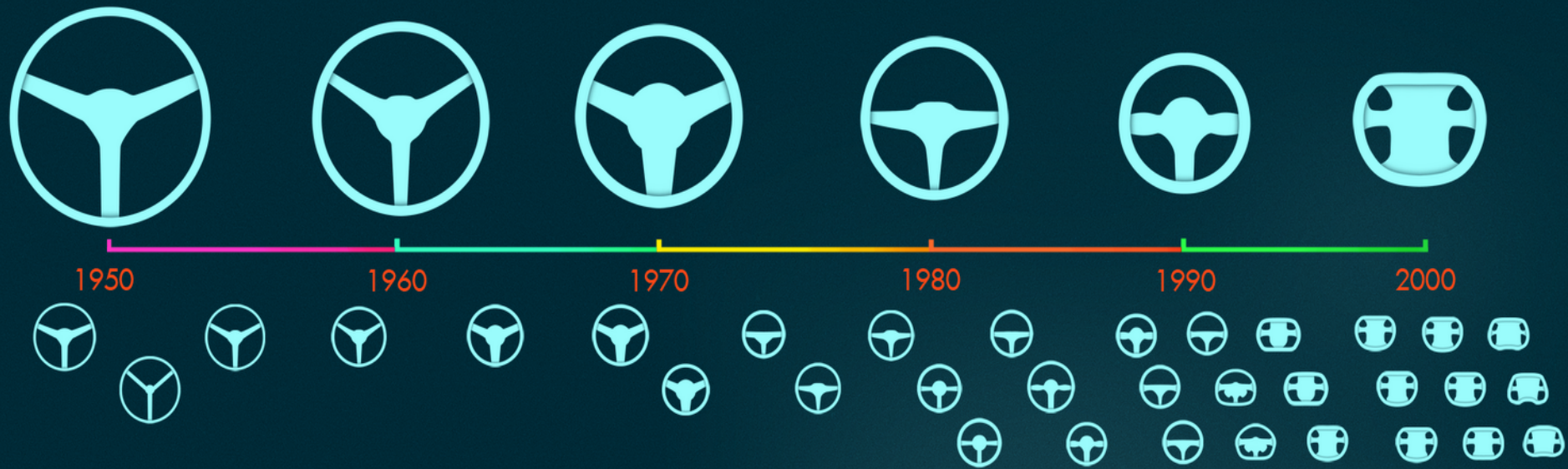
"I very much like the system in place, it definitely does help inform me and give me confidence as it's a personal approach and therefore feels like the tutor actually cares. Thank you for being so."

"I have found the assessment rewarding and has kept my confidence in the practical work throughout. The tutors have been clear with their criticisms as well which has helped me improve for the forthcoming module"

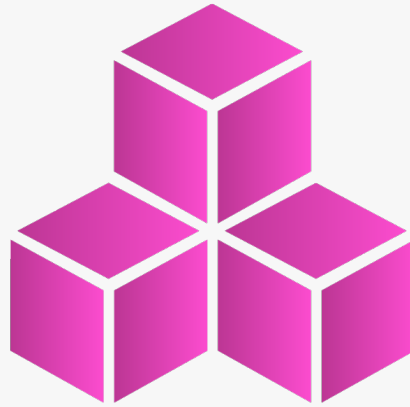
"Great guidance throughout the year which helped me find my pathway in art and to discover my strengths"



IMPACT



Informed evolution of our tools, practices and approaches



Introducing Assessment & Feedback

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